

**THE EFFECT OF USING SNOWBALL THROWING TYPE (ST)  
STRATEGY TO IMPROVE STUDENTS READING ABILITY IN  
NARRATIVE TEXT AT THE SECOND YEAR STUDENTS OF  
ISLAMIC BOARDING JUNIOR HIGH SCHOOL  
DARUSSAKINAH XIII KOTO  
KAMPAR REGENCY**



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PEKANBARU  
1433 H/2012 M**

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## ABSTRAK

**Siti Aisyah (2012): Pengaruh dari Penggunaan Strategi Tipe Snowball Throwing (ST) dalam Meningkatkan Kemampuan Membaca Siswa pada Teks Naratif Tahun Kedua Pondok Pesantren Darussakinah XIII Koto Kampar Kabupaten Kampar .**

Berdasarkan studi pendahuluan penulis, ditemukan bahwa sebahagian besar hasil reading pada siswa masih rendah. Masalah ini disebabkan oleh beberapa faktor. Misalnya, sebahagian siswa tidak bisa mengidentifikasi informasi yang umum dari teks, dan informasi yang khusus dari teks. Jadi, penulis tertarik mengadakan penelitian tentang masalah tersebut.

Penelitian ini diadakan di Pondok Pesantren Darussakinah XIII Koto Kampar Kabupaten Kampar. Subjek dari penelitian ini adalah pada siswa tahun kedua Pondok Pesantren Darussakinah XIII Koto Kampar Kabupaten Kampar, dan objek dari penelitian ini adalah pengaruh dari penggunaan strategi tipe Snowball Throwing (ST). Adapun jenis penelitian adalah quasi experiment design.

Populasi dari penelitian ini adalah seluruh siswa tahun kedua. Dari keseluruhan jumlah populasi adalah 60 siswa. Dikarenakan jumlah populasinya sedikit, peneliti menggunakan quasi experiment design yang hanya mengambil dua kelas sebagai sample; VIIIA yang terdiri dari 30 siswa sebagai kelompok experiment, dan VIIIB yang terdiri dari 30 siswa sebagai kelompok kontrol. Jadi, jumlah sample dari dua kelas tersebut adalah 60 siswa. Untuk data analisisnya, peneliti menggunakan paired sample t test melalui manual.

Setelah data di analisis , peneliti menemukan pengaruh yang signifikan dari penggunaan strategi tipe Snowball Throwing (ST) dalam meningkatkan kemampuan membaca siswa pada teks naratif tahun kedua Pondok Pesantren Darussakinah XIII Koto Kampar Kabupaten Kampar, hal ini dapat di lihat dari penghitungan test- t yaitu 4.20. nilai ini lebih besar dibandingkan nilai kritik dalam tabel T yaitu 2.68 untuk taraf 1% dan 2.01 untuk taraf 5% ( $df=60$ ) dengan demikian  $2.01 < 4.20 > 2.68$ . oleh karena itu, dapatlah disimpulkan bahwa  $H_a$  di terima dan  $H_o$  di tolak.

## ABSTRACT

**Siti Aisyah (2012): The Effect of Using Snowball Throwing Type (ST) Strategy to Improve Student's Reading Ability in Narrative Text at the Second Year Students of Islamic Boarding Junior High School Darussakinah XIII Koto Kampar Regency.**

Based on the writer's preliminary study, it was found that most of the students' reading ability was still less than enough. This problem was caused some factors. For example, some of students could not identify general information, and detailed information of the text, So the writer was interested in carrying out the research about this problem.

The research was administered at Islamic Boarding Junior High School Darussakinah XIII Koto Kampar Regency. The subject of the research was the second year students at Islamic Boarding Junior High School Darussakinah XIII Koto Kampar Regency, and the object of this research was the effect of using Snowball Throwing Type (ST) Strategy. The design of this research is quasi experimental design.

The population of this research was all of the second year students. The total number of population was 60 students. Because the number of population was small, the researcher used quasi experimental research by taking two classes as sample; VIIIA that consisted of 30 students as experimental group, and VIIIB that consisted of 30 students as control group, So the number of samples from two classes was 60 students. To analyze the data, the researcher adopted paired sample t-test formula by using manual.

After analyzing the data, the researcher found there is significant effect of using Snowball Throwing Type (ST) strategy to improve student's reading ability in narrative text at the second year students' at Islamic Boarding Junior High School Darussakinah XIII Koto Kampar Regency, it can be seen from the result of T-test calculating is 4.20. It is bigger than standard on the critic table of the T-test that is 2.68 in 1% or 2.01 in 5%, it can be read  $2.01 < 4.20 > 2.68$ . Regarding the result above,  $H_a$  is accepted and  $H_o$  is rejected.

سيأتي آشيائ ( ) : تأثير استخدام خطة رمي كرة الثلج لتحسين قدرة الطلاب على قراءة النصوص القصية لطلبة الصف الثاني بمعهد دار السكينة الثالث عشر كوتو كمبار منطقة كمبار.

بناء على الدراسة الأولية، رأت الباحثة أن قدرة الطلاب على القراءة ضعيفة وهي بأسباب منها: بعض الطلاب لا يقدرون على تعيين المعلومات العامة و الخاصة من النصوص لذلك تشوقت الباحثة في أداء هذا البحث. انعقد هذا البحث بمعهد دار السكينة الثالث عشر كوتو كمبار منطقة ك الموضوع في هذا البحث طلبة الصف الثاني بمعهد دار السكينة الثالث عشر كوتو كمبار منطقة كمبار بينما الهدف من هذا البحث تأثير استخدام خطة رمي كرة الثلج، وهذا البحث من نوع شبه التجربة العرضية.

الأفراد في هذا البحث جميع طلبة الصف الثاني نحو 60 . الباحثة العينات بقدر الفصلين من مجموع الأفراد باستخدام عرض الجمعية غير المناسبة وهم من طلبة الصف الثامن الألف و يتكونون من 30 لفرقة التجريبية و الصف الثامن الباء نحو 30 . في تحليل البيانات استخدمت الباحثة عينة زوجية ت الاختبار بطريقة يدوية. استخدم هذا

بعد تمام تحليل البيانات، رأت الباحثة التأثير الهام من استخدام خطة رمي كرة الثلج في تحسين قدرة الطلاب على قراءة النصوص القصية لطلبة الصف الثاني بمعهد دار السكينة الثالث عشر كوتو كمبار منطقة كمبار وهي ظاهرة من حساب الاختبارات وهي 4.20 وكان النتيجة أكبر من النقد في

الجدول ت وهي 2.68 1 2.02 5  
(60 = df)  $2.01 < 4.20 < 2.68$  وأن الفرضية البديلة مقبولة  
و الفرضية الصفرية مرفوضة.

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## CHAPTER 1

### INTRODUCTION

#### **A. The Background of the Problem**

Reading is an important subject in teaching and learning process. The ultimate goal of teaching reading in Junior School is to enable students to understand the reading text either in narrative, recount or descriptive. As one of the language skills, reading has important value because by reading, students can improve their knowledge, experience and getting much information from the written materials. Reading is also a necessary skill that any student needs. Besides, in order to achieve the student's ability in reading narrative text, students must be able to read meaningfully.

In order to support students' need toward reading, School Based Curriculum provides reading as one of the skills in mastering English that must be taught and learned in Junior High School. According to School Based Curriculum<sup>1</sup>, in learning English, the students should be able to use language in communication either written or oral language in order to commemorate the global era". In reading, they learn several genres such as descriptive, recount and narrative. In narrative text, they should be able to understand a short essay related to their environment, (Syllabus and Lesson Plan SMP)<sup>2</sup>.

Islamic Boarding Junior High School XIII Koto Kampar uses School Based Curriculum (KTSP) as guidance in arranging lesson plan, including in reading

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<sup>1</sup> Departemen Pendidikan Nasional. *Model Kurikulum Tingkat Satuan Pendidikan (KTSP) SMP dan MTS*. (Solo: PT. Tiga Serangkai, 2006). P. 13

<sup>2</sup>Syllabus dan RPP SMP, (bsnp, 2007), P. 49 & 61.

skill. Reading is taught twice a week with duration of time 40 minutes for one meeting, in School Based Curriculum.<sup>3</sup> It means that they have to learn English 160 minutes in a week. Usually, teacher used some strategies in teaching reading, then students read the text either silently or loudly, and then students had to answer the questions. But, this way is still not effective for the students in learning reading.

Based on the writer's preliminary study at Islamic Boarding Junior High School Darussakinah XIII Koto Kampar Regency on April, 2011, the writer found some problems faced by the students in leaning English especially in reading. Some of the students of Islamic Boarding Junior High School Darussakinah XIII Koto Kampar Regency did not know how to read meaningfully. The goal of teaching English is students are able to fulfill English for survival purpose to communicate in their daily needs such as reading textbook. They only read the textbook required to be able to perform well in the achievement of tests. Students were more reluctant to read English texts than their school textbooks. They did not learn the process of reading. Therefore, some of them got low scores in reading exercises. The problem met due to the way they used to follow while reading activity. They read the text as if it consisted of discrete elements. Students did not interact with the passage they read, did not also they build relationships between the terms in the text to build up the meaning, and then to lead themselves toward reading ability. Students naturally had no choice if they had not technical ways of how to read. The result is that students hate to read, they only read the

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<sup>3</sup> . Syllabus dan RPP SMP,p.12

required textbook in order to be able to set for the achievement of routine exams. In such case, students lacked motivation to read, if they read, they show negative attitudes<sup>4</sup>.

Based on the writer's preliminary study, the main problem of the second year students of Islamic Boarding Junior High School Darussakinah XIII Koto Kampar Regency in reading subjects is was still low. It can be seen in some symptoms as follows:

1. Some of the students are not able to find the meaning of unfamiliar words in reading narrative text.
2. Some of the students are not able to find the main idea in the reading narrative text.
3. Some of the students are not able to answer the question from the reading narrative text.
4. Some of the students are still low attention in reading narrative text.
5. Some of the student's scores in reading subject are unsatisfied.

There are actually many strategies that can be used by the teachers in teaching reading, one of them is Snowball Throwing Type Strategy. Snowball Throwing Type Strategy is learning strategy to train students to be more responsive to receive information from other people, and convey the message to his friend in a group<sup>5</sup>. Based on the writer observation, the writer found out that the teacher has never used Type Snowball Throwing to stimulate the students to have high attention in reading narrative text and the students are able to find main

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<sup>4</sup> Interview Data from the Teacher of English of MTs Darussakinah

<sup>5</sup>[Http:// wyw Id. Wordpress. Com/2009/11/09/Model Pembelajaran-18. Snowball Throwing/](http://wyw.Id.Wordpress.Com/2009/11/09/Model%20Pembelajaran-18.Snowball%20Throwing/)

idea what the contain of the text is and are able to transfer to others. The writer is interested in implementing this strategy to them. Therefore, the writer conducts a research entitled: THE EFFECT OF USING SNOWBALL THROWING TYPE (ST) STRATEGY TO IMPROVE STUDENTS' READING ABILITY IN NARRATIVE TEXT AT THE SECOND YEAR STUDENTS OF ISLAMIC BOARDING JUNIOR HIGH SCHOOL DARUSSAKINAH XIII KOTO KAMPAR REGENCY.

## **B. The Definition of the Terms**

### **1. Strategy**

Strategy is defined as particular way of doing something. In this study, method deals with the way used by the students to comprehend reading text.<sup>6</sup>

Strategy is a drill that is a way of teaching by providing repeated practice of what has been taught by teachers, so that students acquired specific knowledge and skills<sup>7</sup>

### **2. Effect**

Effect is a measure of the strength of one variable effect on another or the relationship between two or more variables<sup>8</sup>. In this research, effect is defined as the result of teaching reading treated with Snowball Throwing Strategy.

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<sup>6</sup>Hornby. A.S. *Oxford Advanced Learner's Dictionary of Current English* Oxford University Press; England .(2002)p; 1.179

<sup>7</sup>Www. Google.co.id. *Strategy* The Access at March, 14, 2011

<sup>8</sup> Jack C. Richard and Richards Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics*. Third Edition (New York: Pearson Education, 2002) pp.175.

3. Snowball throwing is throwing a paper ball that contain questions from one student to another student<sup>9</sup>

4. Reading

Reading is the action of the person who reads or attempt to make a meaning from what an author has written. According to Richard<sup>10</sup>, reading perceives the written text in order to understand its content.

5. Ability

Ability is the skill that is possessed by anyone to do something and competence in reading the text in order to understand its content<sup>11</sup>. There is low ability, medium and high or good ability.

## C. The Problem

### 1. The Identification of the Problem

Based on the explanation above, the writer identifies the problems as follows:

1. Why are some of the students unable to find the meaning of unfamiliar words in reading narrative text?
2. Why are some of the students unable to find the main idea in the reading narrative text?
3. Why are some of the students unable to answer the questions from the reading narrative text?

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<sup>9</sup>Www. Google.co.id, *Metode Snowball Throwing* the Access at March, 15, 2011

<sup>10</sup>Jack C. Richard and Richard Schmitd, pp. 306.

<sup>11</sup> [http://artikata. Com/arti-668-ability](http://artikata.Com/arti-668-ability). Html the Access at February, 10, 2012

4. Why are some of the students' scores in reading subject unsatisfied?

## **2. The Limitation of the Problem**

Based on the identifications of the problems stated above, the writer limits the problems to focus on (1) the students' reading ability in narrative text at the second year of Islamic Boarding Junior High School Darussakinah XIII Koto Kampar Regency (2) the effect of Snowball Throwing Type Strategy to improve reading in narrative text.

## **3. The Formulation of the Problem**

The problems of this research will be formulated in the following questions:

1. How is reading ability in narrative text of the students taught by using Snowball Throwing Type Strategy at the second year of Islamic Boarding Junior High School Darussakinah XIII Koto Kampar Regency?
2. How is reading ability in narrative text of the students without taught by using snowball throwing type strategy at the second year of Islamic Boarding Junior High School Darussakinah XIII Koto Kampar Regency?
3. Is there any significant difference between students' reading ability in narrative text that are taught by using snowball throwing type strategy and those who are not taught by using snowball throwing type strategy at the second year of Islamic Boarding Junior High School Darussakinah XIII Koto Kampar Regency?

## **D. The Objectives and the Significance of the Research**

### **1. The Objectives of the Research**

- a. To find out reading ability of the students who are taught by using Snowball Throwing Type Strategy.
- b. To obtain whether or not the significant difference of reading ability between students who are taught by using snowball throwing type strategy and those who are taught by using conventional strategy.

### **2. The Significance of the Research**

Related to the objectives of the research above, the significance of the research is as follows:

- a. To give information to the teachers and the institutions about the effect of using Snowball Throwing Type Strategy to improve students' reading ability in narrative text.
- b. To give some contributions to the students in order to improve their ability in reading narrative text.

## CHAPTER II

### LITERATURE REVIEW

#### A. The Theoretical Framework

##### 1. Nature of Reading Ability

Reading is one of the four language skills (Listening, Speaking, Reading and Writing). Reading is important to be learned by every individual. According to Cristina and Mary<sup>1</sup>, reading is the individuals' activity to get information excellently and unless there are contextual constraints on the teaching situation, such as lack of electricity at homes, there is no sense in wasting class time on actual reading. Nuttal<sup>2</sup>, states that reading is understood to interpret meaning sense. Besides, Jeremy Harmer states that reading is not a passive skill. To do it successfully, we have to understand what the words mean, see the pictures the words are painting, understand the arguments and work out if we agree with them<sup>3</sup>.

Student's ability and achievement are the important factors in determining student's success in teaching and learning process. It is influenced by External and Internal factors. According to Slameto (2003), the external factors are family, school and society. The internal factors come from the students themselves.<sup>4</sup>

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<sup>1</sup>Christina Bratt Paulston & Mary Newton Bruder. *Teaching English as a Second Language Techniques and Procedures*. (Massachusetts: Winthrop Publishers, inc), pp.64

<sup>2</sup>Christine Nuttal. *Teaching Reading Skill in a Foreign Language*. (New York: Mc Grow Hill Book Company, 1982), pp. 4

<sup>3</sup>Jeremy Harmer. *How to Teach English*. (Addison Wesley:Logman, 2000), p. 70

<sup>4</sup> Slameto. *Belajar dan Faktor yang Mempengaruhi*.(Jakarta: PT. Rineka Cipta, 2003), p. 54-60



Nuttal<sup>5</sup> states that reading is an activity done to exact (to correct in every detail) meaning from writing. It is the way the reader gets message from a text by having interaction between perception of graphic symbols that represent language and the reader's language skills, cognitive skills and the knowledge of the world.

Moreover, Mariane Celcia-Murcia<sup>6</sup>, states that reading is to learn unique thinking skill in which ESL/ EFL learners must have ability to comprehend the material from a text by using their own idea and contrast or cause and effect examples, following and argument in the text, choose relevant topic under discussion.

Based on the definition above, it can be concluded that reading is a way to get information from something that was written. Reading involves the interaction between reader and the passage.

The purposes of reading are as follows<sup>7</sup>:

1. For pleasure or for personal reasons,
2. To find personal information such as what book is mostly about,
3. To find a specific topic in a book or article,
4. To learn subject matter that is required for a class.

Therefore, reading comprehension means understanding what has been read. It is an active process that depends not only comprehension skill, but also on readers' experiences and prior knowledge.

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<sup>5</sup>Christine Nuttal, pp. 4

<sup>6</sup>Celce Mariane and Lois Murcia. *Teaching English as a Second or Foreign Language*. (Newbury: House Publisher, 1979), pp. 200

<sup>7</sup>Delene Sholes. *Reading for Different Purposes: Strategies for Reading Different Kinds of Materials*. (Retrieved from [http://www. Siute101.com/content/reading-for-different-purposes-on](http://www.Siute101.com/content/reading-for-different-purposes-on) April 12, 2010), pp. 2

There are main ways in reading as follows:

1. Skimming

Skimming consists of quickly meaning one's eyes across a whole text (an essay, article, etc) for exam to get the gist. Skimming gives readers the advantage of being able to preview the purpose of the passage, the main topic or message and possibly someone developing or supporting ideas<sup>8</sup>.

2. Scanning

The second in the “most valuable” category is scanning or quickly thing for some particular piece or pieces of information in a text.

3. Extensive reading

Reading longer texts, usually for one's own pleasure, mainly involve global understanding.

4. Intensive reading

Reading shorter texts to extract specific. This is more an accuracy activity involving reading for detail.

According to Kalayo, Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraph that encode meaning.<sup>9</sup> The reader uses knowledge, skills, and strategies to determine what the meaning is. Readers' knowledge, skills, and strategies include:

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<sup>8</sup>H. Douglas Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (New Jersey: Hall Inc), pp. 203

<sup>9</sup>Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Teaching English Foreign Language*.(Pekanbaru: Alif Riau Graha UNRI Press,2007), p. 115

1. Linguistics competence: the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences.
2. Discourse competence: knowledge of discourse markers and how they connect parts of the text to one another.
3. Sociolinguistics competence: knowledge about different types of texts and their usual structure and content.
4. Strategic competence: the ability to use top-down strategies as well as knowledge of the language (a bottom-up strategy).

The purposes for reading and the type of text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension. Reading comprehension is thus much more than decoding. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understands how to apply them to accomplish the reading purpose.

## **2. Teaching Reading**

According to Christina and Mary, reading is the most important skill of all for most students of English throughout the world; is a skill that has been much neglected in audio-lingual tradition of language teaching.<sup>10</sup> Reading is not an isolated process. Four language processes work together to enhance the development of each of the others: speaking, listening, reading, and writing.

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<sup>10</sup>Christina Bratt Paulston & Mary Newton Bruder. *Teaching English as a Second Language Techniques and Procedures*. (Massachusetts: Winthrop Publishers, Inc). p. 203

Listening and reading are the receptive processes (taking in information), and speaking and writing are the productive processes (giving out information). We might also include a fifth language process: thinking (language that takes place in your head).

Reading is considered decoding speech written down, a skill which would naturally transfer from a command of the oral skills which are the major focus on audio-lingual programs. The spoken and written forms of a language differ qualitatively, both in syntax and in vocabulary.

The objectives of teaching reading are self-evidence. We read for information and for pleasure. On the very elementary level, however; reading serves primarily: (1) to introduce basic grammar patterns and vocabulary items in context and (2) to reinforce this basic knowledge.

Reading is not an easy learning activity. Many factors can affect student's success in reading. In general, these factors can be identified, such as teachers, students, environmental conditions, subject matter and techniques to learn the lesson material. One of the most important aspects of teaching reading is the selection of the reading text. The reading selection should not contain marked dialect or slang features. The selection should have high interest value to the students and the simple ways of establishing this is by asking the students their opinions of the reading and then dominating low interest selections for features curricula. The content should not be contrast with the students' own cultural values.

There are two components that should be known by the teacher in teaching reading. They are reading skill and reading comprehension. According to Celle and Murcia<sup>11</sup>, the reading comprehension components are intensive and extensive reading, reading material, cultural issues and testing.

## **B. The Concept of Snowball Throwing Strategy**

### **1. The Definition of Snowball Throwing Strategy**

Cooperative learning learns where the students study in groups. In this learning the students should make one group. Each group consists of four or five students. Each member of group consists of cognitive; sex, rash, and religion are different.<sup>12</sup> Snowball Throwing Strategy had been developed by De Porter, 1992. Snowball Throwing Strategy has been proven that when students are taught to use the strategy, their ability to answer questions correctly improves. According to Herdian<sup>13</sup>, Snowball Throwing Strategy can also help students negotiate standardized tests of reading ability in narrative text.

The purposes of Snowball Throwing Strategy are as follows:

1. Relating prior knowledge to new information to enhance comprehension,
2. Creating interest which stimulates discussion on the topic, and
3. Creating possibilities for integrating reading and writing instruction,
4. Helping students monitor their comprehension of the text,

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<sup>11</sup>Cellce Marianne and Lois Murcia, pp. 150-152

<sup>12</sup>Robert E Slavin, *Cooperative Learning Teori, Riset dan Praktis*. (Bandung : Nusa Media, 2008), Hal. 149

<sup>13</sup>Www. Google.co.id, *Metode Snowball Throwing* the Access at March, 15, 2011

5. It teaches students how to ask questions about their reading in narrative text and to find the answers of them,
6. It inspires them to think creatively and work cooperatively while challenging them to use higher-level thinking skills,
7. Allowing students to assess their comprehension of the text,
8. Encouraging elaborative and critical thinking,
9. Helping refute the common misconception held by students that the text tells all.

The standard procedures of Snowball Throwing Strategy is consist of 8 steps, as follows:

1. The teacher who will deliver the material presented.
2. The teacher form groups and calls each group leader to give an explanation about the material.
3. Each head of the group returns their respective groups and then describes the material presented by the teacher to her friends.
4. Then, each student is given one sheet of paper to write down one question.
5. And then, made into a ball and thrown from one student to another student during 15 minutes.
6. After students can be a ball or a written question in the ball shaped paper alternately until the question expires.
7. Evaluation and conclusions.

Based on the explanation above, it can be concluded that use of snowball throwing strategy can make the students enjoy following the lessons and makes the students easy to understand and to find main idea about what the content of narrative text is.

## 2. The Relevant Research

According to Syafi'i<sup>14</sup>, relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research itself. Besides, we hope to analyze what the point is focused on, information, the designs, and conclusion of the previous research, that of:

1. Egis Fajruna Mubarak. He was an alumnus of State Islamic University of Sultan Syarif Kasim Riau in 2009. In his research, he focused on the Effect of Pre-Question toward Reading Comprehension of the Second Year Students at Integrated Islamic Junior High School Ar Royan at Taqwa Pekanbaru. She found that the mean score of Experiment Group taught by using Pre-Question Strategy reading was 82.75 while the mean score of Control Group taught by using Traditional Reading Classroom was 75.75. That means, there was any significant difference between using Collaborative Strategic reading from reading comprehension. Furthermore, T-test was 3.5 and T-table was 2.00.
2. Nurbaya. She was an alumnus of State Islamic University of Sultan Syarif Kasim Riau in 2009. In her research, she focused on the Effect of Using

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<sup>14</sup>M. Syafi'i. S. *From Paragraph to a Research Report: A Writing of English for Academic Purposes*. (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive/ LBSI, 2007). P. 122

Snowball Throwing to Improve Students Motivation in PAI at the Fifth Grade of Elementary School 009 Langkan Langgam District Pelalawan Regency. She found that the mean score of Experiment Group taught by using Snowball Throwing was 76.7 while the mean score of Control Group taught by using Traditional was 66.7. That means, there was any significant difference between using Snowball Throwing and Traditional.

3. Dodi Irawan. He was alumnus of State Islamic University of Sultan Syarif Kasim Riau in 2009. In his research, he focused on the Effect of Using Snowball Throwing to Improve Students achievement in SAINS at the Forth Grade of Elementary School 013 Koto Tuo XIII Koto Kampar District. He found that the mean score of Experiment Group taught by using Snowball Throwing was 82.35 while the mean score of Control Group taught by using Traditional was 62.94. That means, there was any significant difference between using Snowball Throwing and Traditional

All of researchers above are relevant with the research, which will be done by the writer because they also did a research about reading, learning motivation and science. The differences are the purpose is that the writer wants to enhance students' reading ability by using snowball throwing strategy.

### **C. Operational Concept**

Operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure.



Operational concept is the concept used to clarify the theories used in the research, to know the students ability in reading narrative text at the second year students of Islamic Boarding Junior High School Darussakinah XIII Koto Kampar Regency. The writer determines some indicators in which the students can:

1. Identify the meaning of unfamiliar words,
2. Identify main idea,
3. Identify language features,
4. Answer the question based on the text.

In order to clarify the theories used in this research, the researcher would like to explain briefly about variable of this research. This research is an experimental research and consisted of two variables; they are:

1. Variable X is using Snowball Throwing Type Strategy.

Snowball throwing type strategy is an independent variable. Snowball throwing type strategy refers to the teacher's strategy in teaching reading.

2. Variable Y is students' reading ability in narrative text.

Students' reading ability in narrative text is dependent variable.

### **Variable X**

1. Experiment class

The following treatment as a collection of procedures of the implementation of snowball throwing type strategy can be seen as the following steps according Herdian<sup>15</sup>:

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<sup>15</sup> Www. Google.co.id, *Metode Snowball Throwing* the Access at March, 15, 2011

1. Teacher tells about the material that will be presented.
2. Teacher makes some of the students' group and calls each of group leaders to give the explanation about the material.
3. Each group's leader is back to their group and then explains about the material told by teacher to their friends.
4. Each of group members writes one question that has correlation with the material on the paper.
5. Then, this paper is made such a ball and thrown from one student to others during 15 minutes.
6. After that all of the students get one paper or question, they are given a chance to answer written question on the paper such a ball.
7. Evaluation and conclusions.<sup>16</sup>

## 2. Control Class

Control class is one of the classes in experimental research used to look at the different results from the experimental class in applying a technique, strategy, way, method of a research. This class was taught by without using snowball throwing type strategy. The material and the purpose of the materials and the purpose of the strategies are the same. The result obtained in both experimental class and control class was a consideration for writer to look at the successful strategy applied to the students.

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<sup>16</sup> Prof. Dr. H. Riyanto Yatim, M. Pd. 2009. *Paradigm Baru Pembelajaran: Sebagai Referensi Pendidik dalam Implementasi Pembelajaran yang Efektif dan Berkualitas*. Jakarta: Kencana Prenada Media Group.

### Variable Y

To know the students' reading ability of the second year students at Islamic Boarding Junior High School Darussakinah XIII Koto Kampar Regency, the write determines some indicators for reading ability as follows:<sup>17</sup>

- a. The students are able to answer question of finding the main idea in reading narrative text
- b. The students are able to answer the question of factual information for reading narrative text. The students be able to recognize the factual or certain information in detail such as person, places events and time.
- c. The students are able to answer the question of meaning vocabulary in reading narrative text
- d. The students are able to answer the questions of reference words which are stated in reading narrative text
- e. The students are able to answer the question of making inference in reading text.

According to Arikunto<sup>18</sup>, there are some categories to evaluate the student's ability in understanding the reading narrative text. The test is composed of 20 items and each item is given score 5. The scale is:

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<sup>17</sup> Syllabus MTs

<sup>18</sup>Suharsimi Arikunto. *Dasar-dasar Evaluasi Pendidikan (edisi Revisi)*. (Jakarta: Bumi Aksara, 2009), pp. 245

**Table. 1**  
**The scale of students reading ability by using**  
**Snowball Throwing Strategy**

THE SCORE OF COMPREHENSION LEVEL	CATEGORY
80 – 100	Very Good
66 – 79	Good
56 – 65	Enough
40 – 55	Less
30 -39	Fail

#### **D. Assumption and Hypothesis**

##### **1. The Assumption**

In this research, the researcher assumes that (1) student's ability in reading narrative text is various, and (2) teaching strategy can influence different ability in understanding the reading narrative text.

##### **2. The Hypothesis**

- a.  $H_0$ : There is no significant different of reading ability in narrative text between students taught by using Snowball Throwing Type Strategy.
- b.  $H_a$ : There is a significant different of reading ability in narrative text between students taught by using Snowball Throwing Type Strategy.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

The type of this research is quasi experiment research. According to Gay and Airasian, experimental research is “the only type of the research that can test hypotheses to establish cause and effect relationship”<sup>1</sup>. Then, Jhon W. Cresswell states that experiment is you test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable<sup>2</sup>. The design of the research is *pre* and *post test* design, which uses two groups as a sample. In conducting the research, the second year students of Islamic Boarding Junior High School Darussakinah XIII Koto Kampar Regency was participated. The students were administered by giving pre-test at the beginning in order to know their abilities in reading narrative text. After that they were given the treatment in the middle. During treatment, the researcher was collaborated with the observer. At the end, they were given post-test. In this research, pre-test and post-test were compared in order to determine the effect of using Snowball Throwing Type Strategy to improve students’ reading ability in narrative text. The design of the research can be illustrated as follows:

Pre and Post test Design

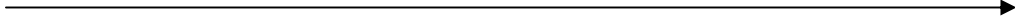
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<sup>1</sup>L.R. Gay and Peter Airasian. *Educational Research Competencies for Analysis and Application*. Six Ed. (New Jersey: Prentice-Hall, Inc, 2000), p. 367

<sup>2</sup>Jhon W. Cresswell. *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. (New Jersey: pearson education, 2008), p. 299

**Table 2**

Time



Select Control Group	Pre-Test	No Treatment	Post-Test
Select Experimental Group	Pre-Test	Experimental Treatment	Post-Test

Adopted from: Jhon Cresswell, p. 314

## 1. Procedures of collecting data for experimental class

## a. Pre-test

The pre-test was carrying out to determine the students' reading ability with their score.

## b. Treatment

The treatment was conducted toward the experimental class. This used snowball throwing type strategy applied for about eight meetings.

## c. Post-test

After conducting the treatment, the post-test was administered and it was analyzed as final data for this research. The test given was the same test as given in the pre-test.

## 2. Procedures of collecting data for control class

## a. Pre-test

The control class was given pre-test to know their reading ability. The test was the same as experimental class.

## b. No treatment

c. Post-test

Post-test was also given to control class and the result was analyzed and used as final data for this research.

**B. The Location and Time of the Research**

This research was conducted at Islamic Boarding Junior High School Darussakinah of Kampar Regency. The research was conducted starting from August until October 2011.

**C. The Subject and Object of the Research**

The object of this research was the second year students of Islamic Boarding Junior High School Darussakinah XIII Koto Kampar Regency. The object of the research was the effect of using Snowball Throwing Type Strategy to improve reading ability in narrative text.

**D. The Population and Sample of the Research**

The population of the research was the second year students of Islamic Boarding Junior High School Darussakinah XIII Koto Kampar Regency in 2010-2011 academic years. It consisted of two classes. The sample of the research was divided into two groups. The first group was experimental class, consisted of 30 students and the other one was control class that consisted of 30 students. These designs are quasi experimental design. The class of Islamic Boarding Junior High School Darussakinah XIII Koto Kampar Regency consists of VIIIA and VIIIB.

**Table 3**  
**THE TOTAL POPULATION AND SAMPLE OF THE RESEARCH**

No	Class	Population	Sample
1	VIII a	30	Experimental Class
2	VIII b	30	Control Class
Total		60	30

#### **E. Technique of Collecting Data**

In the research, the data were collected by using some techniques, they are:

##### **1. Observation**

To obtain how the ways of using snowball throwing type strategy to improve reading ability in narrative text, the writer was observed by English teacher when the writer taught directly in the classroom.

##### **2. Test**

To obtain the students' reading ability in narrative text by using snowball throwing type strategy, the writer gave test. The test was used to find out the students' ability in narrative text. The data of the research were the score of the students' reading ability obtained by using reading test. The test was done twice, the first was pre-test given before treatment and the second was post-test given after treatment intended to obtain students' reading ability at the second year students of Islamic Boarding Junior High School Darussakinah XIII Koto Kampar Regency.



## F. Technique of Data Analysis

To analyze the data, the writer used score of post-test of the experimental and control class. These scores were analyzed by using statistical analysis. The data were analyzed by using T-test (independent samples t-test) and it was calculated by using manual.

The T-table was employed to see whether or not there was significant difference between the mean score in both experimental and control class.

Statistical hypothesis:

1.  $H_0 = t_o < t\text{-table}$
2.  $H_a = t_o > t\text{-table}$

The t-test was obtained by considering the degree of freedom.

Statistically the hypotheses are:

$H_0: t_o < t\text{-table}$

$H_a: t_o > t\text{-table}$

1.  $H_a$  is accepted if  $t_o > t\text{-table}$  or there is significant effect of using snowball throwing type strategy to improve reading ability.
2.  $H_0$  is accepted if  $t_o < t\text{-table}$  or there is no significant effect of using snowball throwing type strategy to improve reading ability.

a. The validity and reliability of the test

### 1. Validity

Every test, whether it is a short, informal classroom test or a public examination should be as valid as the test constructor can make it. The

test must aim at providing a true measure of the particular skill intended to measure.

Heaton states the validity of a test is the extent to which it measures what it is supposed to measure and nothing else. There are three kinds of validity that consist of content validity, construct validity, and empirical validity.

To obtain the data about to compare the result of the test between snowballs throwing type strategy on reading ability, the writer acquired to show each score. It was used based on the most important characteristic of an item to be accurately determined by its difficulty. Then, the test given to students was considered not too difficult or not too easy than often show the low reliability. Item difficulty is determined as the proportion of correct responses. This is held pertinent to be index difficulty, in which it is generally expressed as the percentage of the students who answer the questions correctly. The formula the item difficulty is as follows:

The formula for item difficulty is as follows:

$$FV = \frac{R}{N}$$

Where

FV : Index of difficulty or Facility value

R : The number of correct answers

N : The number of examinees or students taking the test

The formula above was used to find out the easy or difficulties of each item test that the researcher gave to the respondents. The item that did not reach the standard level of difficulty were excluding from the test and they are changed with the new items that are appropriate. Stated that prepared in practice to accept items with facility values between 0.30 and 0.70.

## 2. Reliability

A test must first be reliable as measuring instrument. Reliability is a necessary characteristic of any good test.

Heaton explains that reliability is of primary importance in the use of both public achievement and proficiency test and classroom test.

There are some factors affecting the reliability of a test, they are:

1. They are extent of the sample of material selected for testing.
2. The administration of the test, clearly this is an important factor in deciding reliability,

$$r_{ii} = \frac{N}{N-1} \left[ 1 - \frac{n(N-m)}{NX^2} \right]$$

$r_{ii}$  = reliability

$N$  = the number of item

$M$  = the mean score of the test

$X$  = the standard deviation of the test

In order find out whether or not there is a significant effect of using snowball throwing type strategy to improve students' reading ability in narrative

text, the data were analyzed statistically. In analyzing the data, the writer used score of experimental group and control group. The data were analyzed by using the statistical method. In this research, the researcher used “T” test as follows:<sup>3</sup>

$$t_o = \frac{Mx - My}{\sqrt{\left(\frac{SDx}{\sqrt{N-1}}\right)^2 + \left(\frac{SDy}{\sqrt{N-1}}\right)^2}}$$

Where

$t_o$  : The value of- obtained

$Mx$  : Mean score of experiment class

$My$  : Mean score of control class

$SDx$  : Standard deviation of experiment class

$SDy$  : Standard deviation of control class

$N$  : Number of students

The  $t$ -test is obtained by considering the degree of freedom (df) = (ni+n2)-2. Statistically the hypotheses are:

$H_o: t_o < t\text{-table}$

$H_a: t_o > t\text{-table}$

$H_o$  is accepted if  $t_o < t\text{ table}$  or there is no significant effect of using snowball throwing type strategy to improve reading ability

$H_a$  is accepted if  $t_o > t\text{-table}$  or there is significant effect of using snowball throwing type strategy to improve reading ability.

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<sup>3</sup>Hartono. *Statistik untuk Penelitian*. Yogyakarta: Pustaka Pelajar.(2009), p.208

## **CHAPTER IV**

### **DATA PERSENTATION AND ANALYSIS**

#### **A. The Data Presentation**

##### **1. The Technique of Data Collection**

This research is to obtain the effect of using Snowball Throwing Type strategy to improve reading ability in narrative text at the second year of Islamic Boarding Junior High School Darussakinah XIII Koto Kampar Regency. The data of this research were the scores students' post test. The writer gave pre test to all of the population to determine two classes as the samples. It was found that class VIIIA was the experimental group and VIIIB was the control group.

The data were obtained by giving post test to the experiment and control group. The result of reading test was evaluated by concerning five components:

1. Finding factual information,
2. Identify main idea,
3. Locating the meaning of vocabulary in context,
4. Identify references and,
5. Making inference from the text.

The total of test for both classes was significantly different. The data of this research were gotten from the scores of the students' post test. The data were collected through the following procedures:

- a. Both group (Experimental group and control group) were asked to express their idea in reading.

- b. The teacher evaluated from the test based on reading ability in narrative aspects that consist of finding factual information, identifying main idea, locating the meaning of vocabulary in context, identifying references, and making inferences from reading text. It was done to make the teacher easy to collect the data.

**TABLE 4**  
**THE STATISTICS OF EXPERIMENTAL AND CONTROL GROUP**

Classes	Mean	Median	Mode	Std. Deviation
Experimental Group	70	72	70	7.12
Control Group	62.33	62	65	7.05

Based on the table, experimental group had mean (70), median (72), and standard deviation (7.12). Control group got mean (62.33), median (62) and standard deviation (7.05).

## 2. Technique of Data Analysis

In order to find out whether or not here is a significant effect of using Snowball Throwing Type Strategy to improve reading ability in narrative text, the data were analyzed statistically. In analyzing the data, the writer used score of experimental group and control group. The data were analyzed by using the statistical method. In this research, the researcher used “T” test as formula as follows.<sup>1</sup>

$$t_o = \frac{Mx - My}{\sqrt{\left(\frac{SDx}{\sqrt{N-1}}\right)^2 + \left(\frac{SDy}{\sqrt{N-1}}\right)^2}}$$

Where

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<sup>1</sup>Hartono. *Statistik untuk Penelitian*. Yogyakarta: Pustaka Pelajar.(2009),p.208

$t_o$	: The value of- obtained
$M_x$	: Mean score of experiment class
$M_y$	: Mean score of control class
$SD_x$	: Standard deviation of experiment class
$SD_y$	: Standard deviation of control class
$N$	: Number of students

The t-test is obtained by considering the degree of freedom  $(df) = (n_1+n_2)-2$ .

Statistically the hypotheses are:

$H_o$  :  $t_o < t_{table}$

$H_a$  :  $t_o > t_{table}$

$H_o$  is rejected if  $t_o < t_{table}$  or there is no significant effect of using snowball throwing type strategy to improve reading ability.

$H_a$  is accepted if  $t_o >$  or there is significant effect of using snowball throwing type strategy to improve reading ability.

### **3. The Data of Experimental Group**

There were 20 items of reading test given to the 30 respondents in this research. From the test, it was obtained that the lower is 45 and the higher score is 85. The mean is 70, median 72, mode 70, and standard deviation is 7.12 The data were obtained from the research by using manual system.

The data description of reading test in experimental group.

**TABLE 5**  
**The Frequency Distribution of Reading Ability Test in**  
**Experimental group**

Interval	Frequency	Percent	Valid Percent	Cumulative Percent
80-100	6	20.0	20.0	20.0
70-79	13	43.0	43.0	63
60-69	11	37.0	37.0	100
50-59	0	0	0	0
0-49	0	0	0	0
Total		100.0	100.0	

The above table shows that from 30 respondents, in interval 80-100 the frequency is 6 students (20.0%), 70-79 the frequency is 13 students (43.0%), 60-69 the frequency is 11 students (37.0%), 50-59 the frequency is 0 students (0%), 0-49 the frequency is 0 students (0%) .

#### **4. The Data of Control Group**

There were 20 items of English vocabulary mastery test given to the 30 respondents in this research. From the test it was obtained that the lower is 45 and the highest score is 80 with finding out the mean 59.73, median 60, mode 60, and the standard deviation 9.52. These data were obtained from the research by using manual systems. The data description of English vocabulary mastery can be seen in the following table.

**TABLE 6**  
**The Frequency Distribution of Reading Ability Test in**  
**Control Group**

Interval	Frequency	Percent	Valid Percent	Cumulative Percent
80-100	-	-	-	-
70-79	5	16.6	16.6	16.6
60-69	16	53.3	53.3	69.9
50-59	9	30.0	30.0	99.9
0-49	-	-	-	-
Total		100.0	100.0	



The above table shows that from 30 respondents, in interval 80-100 the frequency is 0 students (0%), 70-79 the frequency is 5 students (16.6%), 60-69 the frequency is 16 students (53.3%), 50-59 the frequency is 9 students (30.0%), 0-49 the frequency is 0 students (0%) .

## **5. The Contribution of using Snowball Throwing Type Strategy to Improve Reading Ability in Narrative Text at The Second Year of Islamic Boarding Junior High School XIII Koto Kampar Regency**

To obtain the data about the contribution of using Snowball Throwing Type Strategy to Improve Reading Ability in Narrative, the writer acquired to show each score. It was used pertaining to the most important characteristic of an item to be accurately determined by its difficulty. Then, the tests given to students were taken into account. Too difficult or too easy often showed the low reliability. Item difficulty was determined as the proportion of correct responses. This was held pertinently to the index difficulty, in which it was generally expressed as the percentage of the students who answered the question correctly.

The formula for item difficulty is as follows:

$$FV = \frac{R}{N}$$

Where FV : Index of difficulty or Facility value

R : The number of correct answers

N : The number of examinees or students taking the test

The formula above was used to find out the easy or difficulty of each item test that the researcher gave to the respondents. The items that did not reach the

standard level of difficulty were excluded into new items appropriately. Heaton,<sup>2</sup> states that prepared in practice to accept items with facility between 0.30 and 0.70.

The standard level difficulty is  $< 30$  and  $> 70$ . Then, the proportion correct is represented by “p”, whereas the proportion incorrect is represented by “q”. it can be seen in the following tables:

**TABLE 7**  
**THE STUDENTS ARE ABLE TO FIND FACTUAL INFORMATION**

Variable	Finding Factual Information				N
Item no.	2	7	12	17	30
Correct	16	12	18	16	
P	<b>0.53</b>	<b>0.4</b>	<b>0.6</b>	<b>0.53</b>	
Q	0.46	0.6	0.4	0.46	

Based on the table 7, the proportion of correct answer for item number **2** shows the proportion of correct **0.53**, item number **7** shows the proportion of correct **0.4**, item number **12** shows the proportion of correct **0.6**, item number **17** show the proportion of correct **0.53**. Based on the standard level of difficulty “p”  $< 0.30$  and  $> 70$ , it is pointed out that item difficulties in average of each items number for finding factual information are accepted.

**TABLE 8**  
**THE STUDENTS ARE ABLE TO IDENTIFY MAIN IDEA**

Variable	Identifying Main Idea				N
Item no.	4	8	13	14	30
Correct	15	14	19	18	
P	<b>0.5</b>	<b>0.53</b>	<b>0.36</b>	<b>0.4</b>	
Q	0.5	0.53	0.36	0.4	

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<sup>2</sup>Heaton, J.B. *Writing English Language Test*. New York. Logman Inc. 1988. P.178-179

Based on the table 8, the proportion of correct answer for item number **4** shows the proportion of correct **0.5**, item number **8** shows the proportion of correct **0.53**, item number **13** shows the proportion of correct **0.36**, item number **14** shows the proportion of correct **0.4**. Based on the standard level of difficulty “p”  $<0.30$  and  $>0.70$ , it is pointed out that item difficulties in average of each items number for finding factual information are accepted.

**TABLE 9**  
**THE STUDENTS ARE ABLE TO LOCATE THE MEANING OF**  
**VOCABULARY IN CONTEXT**

Variable	Locating the Meaning of Vocabulary In Context				N
Item no.	3	9	11	15	30
Correct	18	15	17	18	
P	<b>0.6</b>	<b>0.5</b>	<b>0.56</b>	<b>0.6</b>	
Q	0.4	0.5	0.43	0.43	

Based on the table 9, the proportion of correct answer for item number **3** shows the proportion of correct **0.6**, item number **9** shows the proportion of correct **0.5**, item number **11** shows the proportion of correct **0.56**, item number **15** show the proportion of correct **0.6**. Based on the standard level of difficulty “p”  $<0.30$  and  $>0.70$ , it is pointed out that item difficulties in average of each items number for finding factual information are accepted.

**TABLE 10**  
**THE STUDENTS ARE ABLE TO IDENTIFY REFERENCES**

Variable	Identifying References				N
Item no.	1	16	19	20	30
Correct	12	15	18	12	
P	<b>0.4</b>	<b>0.5</b>	<b>0.6</b>	<b>0.4</b>	
Q	0.6	0.5	0.4	0.6	

Based on the table 10, the proportion of correct answer for item number **1** shows the proportion of correct **0.4**, item number **16** shows the proportion of correct **0.5**, item number **19** shows the proportion of correct **0.6**, item number **20** show the proportion of correct **0.4**. Based on the standard level of difficulty “p”  $<0.30$  and  $>0.70$ , it is pointed out that item difficulties in average of each items number for finding factual information are accepted.

**TABLE 11**  
**THE STUDENTS ARE ABLE TO MAKE INFERENCE FROM READING TEXT**

Variable	Finding Factual Information				N
Item no.	5	6	10	18	30
Correct	14	14	15	19	
P	<b>0.46</b>	<b>0.46</b>	<b>0.5</b>	<b>0.63</b>	
Q	0.53	0.53	0.5	0.36	

Based on the table 11, the proportion of correct answer for item number **5** shows the proportion of correct **0.46**, item number **6** shows the proportion of correct **0.46** item number **10** shows the proportion of correct **0.5**, item number **18** show the proportion of correct **0.63**. Based on the standard level of difficulty “p”

<0.30 and >70, it is pointed out that item difficulties in average of each items number for finding factual information are accepted.

**TABLE 12**  
**THE CLASSIFICATION OF EXPERIMENTAL GROUP OF THE**  
**SECOND YEAR STUDENTS AT BOARDING JUNIOR HIGH SCHOOL**  
**DARUSSAKINAH XIII KOTO KAMPAR REGENCY**

No	Categories	Score	Frequency	Percentage
1	Very good	80-100	6	20.0%
2	Good	70-79	13	43.0%
3	Enough	60-69	11	37.0%
4	Less	50-59	0	0%
5	Bad	0-40	0	0%
Total		-	30	100%

Based on the table 12, about the classification of experimental group of the second year students at Islamic Boarding Junior High School Darussakinah XIII Koto Kampar Regency, the output from 30 students shows, the category of number 1 that got the frequency 6 (20.0%), the category of number 2 shows 13 (43.0%), the category of number 3 shows 11 (37.0%), the category of number 4 shows 0 (0%), and the category of number 5 shows 0 (0%). The table above shows that the highest percentage of experimental group is 43.0%. Thus, the majority of the students in this regard are classified into **Good**.

**TABLE 13**  
**THE CLASSIFICATION OF CONTROL GROUP OF THE SECOND**  
**YEAR STUDENTS AT BOARDING JUNIOR HIGH SCHOOL**  
**DARUSSAKINAH XIII KOTO KAMPAR REGENCY**

No	Categories	Score	Frequency	Percentage
1	Very good	80-100	-	-
2	Good	70-79	5	16.6%
3	Enough	60-69	16	53.3%
4	Less	50-59	9	30.0%
5	Bad	0-40	0	0%
Total		-	30	100%

Based on the table 13, about the classification of experimental group of the second year students at Islamic boarding junior high school Darussakinah XIII koto Kampar regency, the output from 30 students, the category of the number 1 shows no frequencies (0%), the category of number 2 shows 5 (16.6%), the category of number 3 shows 16 (53.3%), the category of number 4 shows 9 (30.0%), and the category of number 5 shows no frequency (0%). The table above shows that the highest percentage of experimental group is 53.3%. Thus, the majority of the students in this regard are classified into **Enough**.

## **B. The Data Analysis**

The data of the statistical result were divided into parts. The data were obtained through pre-test and posttest. To analyze the data in chapter IV, the writer used the following statistical formula to get the mean score (M) and the standard deviation (SD).

The result of the mean score of each class was found by using the following formula;

$$M = \frac{\sum X}{N}$$

While the formula of standard deviation is as follows:

$$SDx = \sqrt{\frac{\sum X^2}{N}}$$

The analysis of data of the students for Experimental Group and Control Group is explained in the following table:

**TABLE 14**  
**MEAN AND STANDARD DEVIATION**

	Experimental		Control	
	Pre-test	Post-test	Pre-test	Post-test
M	60.33	70	59.33	62.33
SD	7.63	7.12	8.31	7.05
	16%		5%	

1. Experimental group

$$\begin{aligned}
 X &= \frac{70-60.33}{60.33} \times 100\% \\
 &= \frac{9.67}{60.33} \times 100\% \\
 &= 16\%
 \end{aligned}$$

2. Control group

$$\begin{aligned}
 Y &= \frac{62.33-59.33}{59.33} \times 100\% \\
 &= \frac{3}{59.33} \times 100\% \\
 &= 5\%
 \end{aligned}$$

From the table above, it can be seen that there is a difference between the mean score and the standard deviation and the percentage between experiment and control group. Where, the percentage from pre-test to post-test of experimental group is increasing 16% while the percentage from pre-test to post-test of control group is increasing 5%.

**TABLE 15**  
**MEAN AND STANDARD DEVIATION FOR PRE-TEST**

NO	SCORE		X	Y	X <sup>2</sup>	Y <sup>2</sup>
	X <sup>1</sup>	Y <sup>1</sup>				
1	65	60	4.67	0.67	21.80	0.44
2	65	60	4.67	0.67	21.80	0.44
3	60	65	-0.33	5.67	0.11	32.14
4	50	40	-10.33	-19.33	106.70	373.64
5	60	55	-0.33	-4.33	0.11	18.74
6	60	50	-0.33	-9.33	0.11	87.04
7	55	55	-5.33	-4.33	28.40	18.74
8	50	50	-10.33	-9.33	106.70	87.04
9	55	45	-5.33	-14.33	28.40	205.34
10	60	55	-0.33	-4.33	0.11	18.74
11	65	75	4.67	15.67	21.80	245.54
12	55	55	-5.33	-4.33	28.40	18.74
13	65	50	4.67	-9.33	21.80	87.04
14	80	60	19.67	0.67	386.90	0.44
15	65	65	4.67	5.67	21.80	32.14
16	55	60	-5.33	0.67	28.40	0.44
17	60	65	-0.33	5.67	0.11	32.14
18	65	70	4.67	10.67	21.80	113.84
19	75	50	14.67	-9.33	215.20	87.04
20	55	50	-5.33	-9.33	28.40	87.04
21	75	60	14.67	0.67	215.20	0.44
22	70	55	9.67	-4.33	90.60	18.74
23	50	65	-10.33	5.67	106.70	32.14
24	60	70	-0.33	10.67	0.11	113.84
25	60	75	-0.33	15.67	0.11	245.54
26	50	70	-10.33	10.67	106.70	113.84
27	50	65	-10.33	5.67	106.70	32.14
28	55	65	-5.33	5.67	28.40	32.14
29	60	60	-0.33	0.67	0.11	0.44
30	60	60	-0.33	0.67	0.11	0.44
	X = 1810	Y = 1780	$\sum X = 0$	$\sum Y = 0$	$\sum X^2 = 1743.1$	$\sum Y^2 = 2067$

X= Experimental class

Y= Control class

$$M_x = \frac{\sum X}{N} = \frac{1810}{30} = 60.33$$



$$My = \frac{\sum Y}{N} = \frac{1780}{30} = 59.33$$

$$SDx = \sqrt{\frac{\sum X^2}{N}} = \sqrt{\frac{1743.59}{30}} = \sqrt{58.119} = 7.63$$

$$SDy = \sqrt{\frac{\sum y^2}{N}} = \sqrt{\frac{2067.4}{30}} = \sqrt{68.91} = 8.31$$

$$F_o = \frac{S_b^2}{S_u^2} = \frac{8.31^2}{7.63^2} = 1.18$$

The F computed was 1.18. To know whether or not the result is homogeneity, the writer compared with F table. The F table was compared by getting the degree of freedom (df). To get “df”, we use the following formula:

$$df = (N1 + N2) - 2$$

$$= (30 + 30) - 2$$

$$= 60 - 2$$

$$= 58$$

The degree of freedom is 58, see appendix to know degree of significant 1% and 5%, the test is homogeneity if the F table >F obtained. For the degree of significant 1% is 2.66 and the degree of significant 5% is 1.98. from data above, We can find  $1.98 < 1.18 < 2.66$ . In conclusion the test is homogeneity.

**TABLE 16**  
**MEAN AND STANDARD DEVIATION FOR POST-TEST**

NO	SCORE		X	Y	X <sup>2</sup>	Y <sup>2</sup>
	X <sup>1</sup>	Y <sup>1</sup>				
1	80	75	10	13.67	100	186.85
2	70	70	0	8.67	0	75.15
3	75	65	5	3.67	25	13.45
4	65	65	-5	3.67	25	13.45
5	75	75	5	13.67	25	186.85
6	70	65	0	3.67	0	13.45
7	55	60	-5	-1.33	25	1.75
8	65	60	-5	-1.33	25	1.75
9	60	65	-10	3.67	100	13.45
10	80	55	10	-6.33	100	40.05
11	85	50	15	-11.33	225	128.35
12	60	50	-10	-11.33	100	128.35
13	70	65	0	3.67	0	13.45
14	70	55	0	-6.33	0	40.05
15	65	60	-5	-1.33	25	1.75
16	70	50	0	-11.33	0	128.35
17	75	50	5	-11.33	25	128.35
18	60	60	-10	-1.33	100	1.75
19	65	75	-5	13.67	25	186.85
20	65	65	-5	3.67	25	13.45
21	80	60	10	-1.33	100	1.75
22	75	60	5	-1.33	25	1.75
23	70	55	0	-6.33	0	40.05
24	65	50	-5	-11.33	25	128.35
25	60	60	-10	-1.33	100	1.75
26	60	65	-10	3.67	100	13.45
27	80	55	10	-6.33	100	40.05
28	80	65	10	3.67	100	13.45
29	70	70	0	8.67	0	75.15
30	70	65	0	3.67	0	13.45
	X = 2100	Y = 1870	$\sum X = 0$	$\sum Y = 0$	$\sum X^2 = 1515$	$\sum Y^2 = 169$

X= Experimental class

Y= Control class

$$M_x = \frac{\sum X}{N} = \frac{2100}{30} = 70$$

$$M_y = \frac{\sum Y}{N} = \frac{1870}{30} = 62.33$$

$$SD_x = \sqrt{\frac{\sum X^2}{N}} = \sqrt{\frac{1515}{30}} = \sqrt{50.6} = 7.12$$

$$SD_y = \sqrt{\frac{\sum y^2}{N}} = \sqrt{\frac{1690.35}{30}} = \sqrt{56.34} = 7.05$$

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

$$t_o = \frac{70 - 62.33}{\sqrt{\left(\frac{7.12}{\sqrt{30-1}}\right)^2 + \left(\frac{7.05}{\sqrt{30-1}}\right)^2}}$$

$$t_o = \frac{7.67}{\sqrt{\left(\frac{7.12}{\sqrt{29}}\right)^2 + \left(\frac{7.05}{\sqrt{29}}\right)^2}}$$

$$t_o = \frac{7.67}{\sqrt{\left(\frac{7.12}{5.38}\right)^2 + \left(\frac{7.05}{5.38}\right)^2}}$$

$$t_o = \frac{7.67}{\sqrt{(1.31)^2 + (1.30)^2}}$$

$$t_o = \frac{7.67}{\sqrt{(1.71)^2 + (1.69)^2}}$$

$$t_o = \frac{7.67}{\sqrt{3.4}}$$

$$t_o = \frac{7.67}{1.83}$$

$$t_o = 4.20$$

The computed was 4.20 So, it can be said that  $H_o$  is rejected and  $H_a$  is accepted because  $t$  obtained is bigger than Null. In the other words, there is significant effect of using directed reading activity strategy on student's reading ability in narrative text.

By observing the data analysis, it can be described that the coefficient T-test is 4.20 intended to prove whether there is significant effect of using snowball throwing Strategy at the 5% grade of significance or not at the 1% grade of significance that the level of T-test is 4.20, T-table are compared by getting the degree of freedom (df). To get the level of "df", the following formula is used:

$$\begin{aligned} df &= (N1 + N2) - 2 \\ &= (30 + 30) - 2 \\ &= 60 - 2 \\ &= 58 \end{aligned}$$

The degree of freedom is 58 (see appendix), because degree of freedom 58 is unfound in the table. So the writer took 60, because it is near as "df" that it can be seen in T-table at the 5% grade of significance that refer to 2.01. While in the level of significance are 2.68. So it can be analyzed that  $t_o$  is higher than T-table in either at 5% or 1%. It can be read that  $(2.01 < 4.20 > 2.68)$ .

Based on the score above, the writer can conclude that the first hypothesis can be accepted. It means that there is significant difference between using Snowball Type Throwing and Conventional Strategy ( learning in general by using a method that is usually done by teacher giving lessons through lecturer,

exercise and task)<sup>3</sup> on student's reading ability in narrative text at the Second Year Student's of Islamic Boarding Junior High School Darussakinah XIII Koto Kampar Regency.

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<sup>3</sup> [Http://Www. Id. Wordpress. Com. Conventional-Method](http://Www.Id.Wordpress.Com.Conventional-Method) the access at march, 15, 2011

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. CONCLUSION**

Based on the data analysis, the writer concludes that:

1. Student's reading ability in narrative text that is taught by using Snowball Throwing Type (ST) Strategy at the second year of Islamic Boarding Junior High School Darussakinah XIII Koto Kampar Regency is good.
2. Student's reading ability in narrative text that is without taught by using Snowball Throwing Type (ST) Strategy at the second year of Islamic Boarding Junior High School Darussakinah XIII Koto Kampar Regency is enough.
3. There is significant of the effect of Using Snowball Throwing Type (ST) Strategy to Improve Reading Ability in Narrative Text at the Second Year Students of Islamic Boarding Junior High School Darussakinah XIII Koto Kampar Regency.

#### **B. SUGGESTIONS**

Based on the conclusion, that writer obtained from this research, it is known that the use of Snowball Throwing Type Strategy to improve reading ability in narrative text gives significant effect. It means that the students are not reluctant or awkward to verbalize their ideas in communication because they have been

accustomed to communicating out their ideas. There fore, the writer suggests the teacher to use this strategy to improve students' reading ability.

### **1. Suggestion for Teacher**

- a. It is recommended to English teacher to use snowball throwing type strategy in teaching and learning process, especially in reading subject,
- b. The teacher should have ability to guide and to construct creative learning for students,
- c. The teacher should support their strategies by using interesting media,
- d. The teacher can encourage students' awareness about the importance of reading for their life,
- e. The teacher makes reading as habitual activities for students in the school.

### **2. Suggestion for Students**

1. The students should pay more attention to the lesson that has been explained by the teacher,
2. The students should do the discussion and share information in order to improve their comprehension in reading the English text,
3. The students should more often read the English books. Read the books wherever you are, because "the more you read, the more you get"

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